

# Horizons

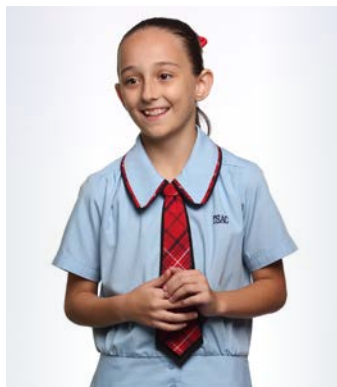
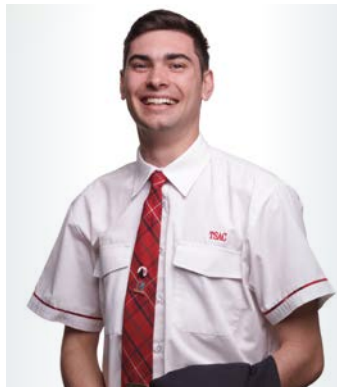
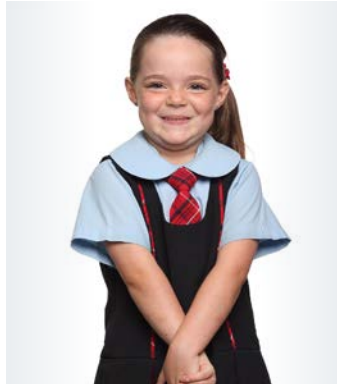
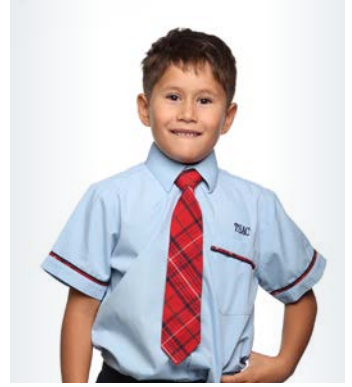
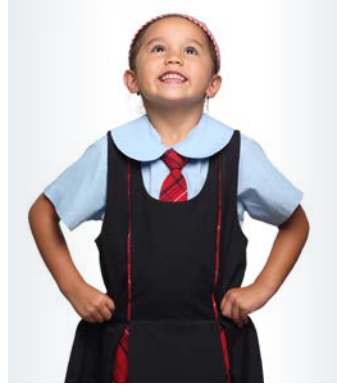
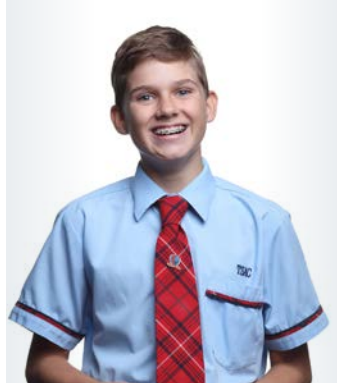
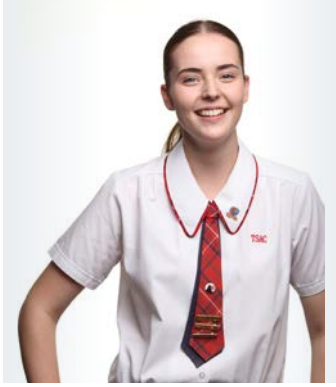
Quarterly Magazine | Volume 1 : 2018



The Tiny Tartan  
KINDERGARTEN

The Springfield  
Anglican  
COLLEGE

Their Future.  
Kindergarten  
to Year 12



inspire

THEIR MINDS

expand

THEIR HORIZONS

empower

THEIR FUTURE



## Contents

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From The Principal	04
Facilities and Resources	06
Teaching and Learning	08
Leadership	10
Student Care	12
TSAC Swimming	14
TSAC Dance	15



From the Principal  
Darren Pitt

**Term 1 in a school always provides opportunities for fresh starts and new initiatives, and this first Term of 2018 has had all of that and more. With over 120 students and 11 new members of staff joining the College at the start of the year, there was a natural sense of renewal.**

Added to which, this Term has been an occasion to mark some significant events in this College's development - the opening of the Rosewood Resource Centre, Jacaranda Administration Centre and Year 1 Kangaroo Building classrooms for example, about which you can read more later in this edition, and the publication of the College's Strategic Plan (2018-2022) and Built Environment Master Plan (2018-2022), two documents which are inextricably linked and which outline our commitments over the next five years for ensuring that we are providing an education of the highest quality.

It is worth considering for a moment or two the question: why have a strategic plan? The answer is that such a document is a road map, an outline of our priorities over the next five years. The goals outlined in it are our shared language as we move forward. In meetings, staff will be making decisions based on the goals in the Plan, buildings and campus developments are made to fulfil its aims, and, most importantly, it articulates our vision and values so that current parents can have visibility over our promises to them, and prospective parents

can decide whether our values align with their own when they are making decisions about a school.

We are very proud of the ways in which the presentation, language and organisation of the Strategic Plan is community and student centred. At TSAC, we are an inclusive, community centred school, and every person in it is highly valued. We are proud of them all, and they are our future, so our aim was to include them in it so that the Plan becomes a strategic and photographic narrative of our people, including reference to the students from Kindergarten, Primary, Middle and Senior Schools, a teacher and an old collegian, to represent the journey that a person takes through the College and the vital part that they play in it.

Secondly, the document is organised around four commitments in which we intend to deliver over the next five years, and these commitments are in Teaching and Learning, Student Care, Student Life, and Facilities, Resources and Financial Strength.

- Teaching and Learning is our core business, and is at the forefront of our plans for the next five years. In 2017, our high academic outcomes were a reflection of the hard work and commitment of the staff and students to delivering excellent learning experiences, and the Strategic Plan is reflective of our ongoing dedication to providing relevant and inspiring learning experiences for our students, whether tertiary education, the world of work or entrepreneurialism are their intended future. This year, we are addressing this goal by introducing a targeted Literacy Improvement



RAISON  
D'ETRE  
OUR REASON FOR BEING

- We stand for success and excellence.
- We value understanding, not just knowledge.
- We insist on high standards and have high expectations.
- We believe in the power of the human spirit to serve and connect communities.
- We value mutual respect, courage and diversity.
- We honour our traditional Anglican values.
- We are proud of who we are.
- We are The Springfield Anglican College.

Strategy, about which you can read in this edition of Horizons, dedicated extension activities, and new, exciting curriculum offerings. The four years beyond will see more initiatives introduced, as we deliver on our promise to create a learning experience of the highest quality.

- Student Care is our term to encompass the ways in which we will make our students and staff feel safe, relaxed and happy at the College, so that they can flourish. Our Student Care programs are pro-active in building strong connections between students, staff and home, so that communication is regular and relationships strong - conditions which prevent problems from arising or which allow us to manage them quickly when they do, so students can concentrate on being at their best.
- Our commitment to Student Life is borne out of our belief that important learning experiences happen outside the classroom, and we have a crucial role in nourishing the mind, body and spirit of our students. In this area, we commit to extend and develop our already high quality offerings in Sport, Creative Arts, Clubs and Activities, and to embed programs to provide important learning experiences for students in service, leadership and outdoor education.
- And lastly, of course we will be unable to achieve any of those aforementioned goals unless we create an environment where we are financially strong, where we develop our buildings and facilities, and, crucially, where we retain our excellent staff, invest in their

training and recruit more quality when necessary, so that we can create the high performance culture that our students and their families deserve.

Similarly, our Built Environment Master Plan (2018-2022) is a road map of our building commitments for the next five years to ensure that we provide contemporary, comfortable and spacious facilities in which our students can flourish, including new Science laboratories, and a new Centre for Senior Learning designed around the particular learning needs of our Year 11 and 12 students.

The Plans are the outcome of the hard work of hundreds of people, and I thank them all for their input, but especially so the College Council and Senior Leadership Team.

The renewal about which I wrote at the start of this article is also true of Horizons, which has a different focus for this edition and which will continue going forward. Previously a document which offered a brief overview of hundreds of activities which occur at the College, it will now focus on a smaller number of initiatives and activities and explore them for you in more detail. This change in style is not to discount the significance of the things that didn't make it into this edition, which are all important, rather it is to allow you, as community members, a greater understanding of the ways in which we are working hard to provide an exceptional education and experience for your child.



## Facilities and Resources 2018

Jackie McComb – Business Manager

**Term 1 2018 has seen the College begin to fulfil the commitments made in the Built Environment Master Plan (2018-2022). Just 10 weeks in, and we have already created such an impact on the facilities and resources of the College to enhance the experiences for our students and staff members.**



### The Rosewood Resource Centre

On Monday 5 March, we were delighted to officially open the Rosewood Resource Centre on the Secondary Campus. A modern Resource Centre is a stimulating, comfortable and relaxing place, equipped with more than just books and providing students with the opportunities to seek assistance, collaborate with classmates, learn in a variety of contexts, go online and conduct research, and seek help with their devices at the ICT Helpdesk.

The Rosewood Resource Centre has been designed with many functions in mind, all of which are for the benefit of our students. Upon entering the building, students will be faced with a wide foyer in which there is an opportunity to sit and relax on a comfortable lounge, or wait to get the assistance of our Librarian or ICT Helpdesk staff if they are busy. Rosewood is of course equipped with a full loans desk and a comprehensive book collection, and also an ICT Helpdesk which students and staff can approach when they have a computer issue. The Helpdesk staff will, if possible, fix the issue or, if it is a bigger problem, offer assistance with returning computers for repair and in some cases providing loan devices.

Rosewood is also home to four new classrooms, in which students can enjoy modern, comfortable and flexible furniture, including breakout spaces, which facilitate a variety of learning scenarios. A fifth classroom is home to Learning Enhancement on the Secondary Campus, where students receiving curriculum support work in small groups to maximise their potential.

A key feature of Rosewood is the flexibility it allows for our students to study. Equipped with furniture in a variety of configurations, it allows for independent, pair and small group work, including a learning terrace which, shaded from the sun, allows our students to work with the benefits of fresh air, natural light and overlooking our natural bushland setting.



### Jacaranda Administration

The beautiful renovation and design of the Jacaranda Administration Building was completed in early January. This upgrade was developed to enhance the functionality for TSAC staff and to improve the visitor experience to the College, and included new business service offices, a Boardroom, an expanded staff room and a revamped Reception and waiting area.

Both of these objectives have been met, and the renovations have been hugely successful and beneficial.

### Pop Art

Week 1 witnessed an historic event on the Secondary Campus, as, with the aid of Federal Minister for Oxley Milton Dick and State Minister for Jordan Chariss Mullen, we unveiled our pop art installation.

Designed as part of the landscaping project on Secondary and partly funded by the Parent and Friends Association, the pop art installation is designed to capture the spirit of the TSAC students – full of life and character, colourful, bold, fun and proud. We hope that the pop art installation will become an icon for the College for years to come, as a representation of the TSAC spirit.

### Landscaping

We are fortunate enough at the College to have an extremely dedicated and hardworking maintenance team who take enormous pride in establishing and maintaining the grounds on both the Primary and Secondary campuses. We often receive feedback from within the community and from guests visiting the school about how fantastic the school looks and that it is clearly well taken care of.

In 2017 Mr Craig Mason (Maintenance Manager) and his team were set with the task of bringing incredible new landscaping plans on the Secondary Campus to life. Without hesitation, the team set to work on transforming it. Driving into the Secondary Campus evokes true feelings of happiness and pride with a newly landscaped entrance creating a welcoming and beautiful first impression. Throughout the campus our newly landscaped gardens and lawns really complement our natural bushland setting, while providing a beautiful environment for our students to play and learn.

On a larger scale, our College is an important part of the Greater Springfield landscape and the opening up of the front by reducing heavy foliage and introducing beautifully designed gardens, has had an enormous impact, being visible and impressive as people travel down Eden Station Drive, and allowing us to stand visibly proud of the great education we offer and the significant contribution we make to this area.



### The Kangaroo Building

Year 1 students and teachers have happily settled into their new learning spaces with the completion of renovations to the Kangaroo Building on the Primary Campus. The building has been opened right up to allow for connectivity between the classrooms. This space has created zones for learning, incorporating outside learning and play spaces, creating areas which are larger, more colourful and conducive to the learning styles of our early learners.

Kangaroo is proving to be a wonderful opportunity to enhance the learning experience for some of the youngest members of our College.



## Literacy - an Every-Century Skill

### Kate Frewin – Teaching and Learning Coordinator P-6

**We are committed to developing opportunities for our students through a balanced and relevant curriculum.**

Teaching and Learning is our core business. We say this a lot, because we mean it, and we put it into action.

As part of our commitment to our community, families and especially our students; and alongside the newly developed Learner Framework, we are committed to the continual improvement of Literacy and Numeracy. This term teachers on the Primary Campus have begun the implementation of the 2018-2019 Literacy Improvement Strategy.

We believe that all students can achieve individual success and excellence and are committed to providing the best learning

opportunities to ensure this occurs. We are extremely proud of our students' results; however, it is a mindset of continual improvement and a belief that our students can achieve anything that drives our intent to improve our literacy outcomes. Further to this, national data suggests student achievement may have plateaued and in some cases even declined in performance in certain areas, therefore, it is timely to revisit the importance of a continued focus on literacy.



## Know our students and target our teaching

As part of individualising our curriculum, our teachers work hard to know each student and their needs and to target their teaching based around those needs. Research tells us that targeted teaching methods lift the performance of children. This involves not just delivering the year level curriculum but, but extending the skills of every student regardless of their starting point.

### Strategies planned for and implemented at TSAC

- Focused identification of individual reading and writing learning goals.
- Careful analysis of data to plan for the individual needs of each student.
- A flexible approach to intervention, including carefully crafted diagnostic assessment to identify the needs of every student.

## Explicit Teaching and Goal Setting

We adopt explicit teaching practices during our balanced approach to literacy, carefully modelling to students what to do and how to do it. Our students are not left to construct information for themselves. We carefully create lesson objectives and develop learning goals for our students.

### Strategies planned for and implemented at TSAC

- The redevelopment of the Primary Literacy Framework, redefining the key components and strategies of our balanced approach to literacy.
- The introduction and implementation of individual goal setting and transparent learning intentions.
- A focus on feedback to help uncover and address student misunderstandings.

### What you will see in our classrooms

- Teachers explaining to students what they need to know and do by the end of the lesson or unit.
- Students and teachers working together to set realistic but challenging goals, based on writing progressions developed and implemented using the 6 Traits of Writing.
- Teachers guiding student practice by monitoring work and providing feedback linked to goals.
- Students reflecting on their learning and actively participating in the feedback cycle.

Our Prep to Year 1 students set goals in reading based on strategies from The Beany Baby decoding strategies and The Reading Zoo, these strategies form a framework for the teaching of decoding and comprehension skills. Further to this our Year 2-6 classes have begun the process of setting goals to improve writing based on the 6 Traits of Writing framework. This framework provides us with a consistent language that is used for teacher planning as well as student goal setting. Next term our Year 5 and 6 students will participate in Literature Circles, a cooperative learning structure that gives students choice, time for discussion and reflection.

We welcome our families into our open-door classrooms. If you would like to see literacy in action, please contact your child's classroom teacher. We look forward to sharing your child's literacy goals with you in Term 2 and we encourage you to support and unpack these goals with your child.

*For further details on any of the information in this article please contact Mrs Kate Frewin – Teaching and Learning Coordinator P-6.*

## A Balanced Approach

We believe in a balanced approach to literacy, giving students opportunities to both receive (read and listen) and produce (write and speak) literacy. We know that readers are writers, and writers are readers; listeners are speakers, and speakers are listeners. Therefore, we are working hard to ensure our students have time to read and write on their own, collaboratively, with their teacher and time to engage in conversations as a listener and a speaker. Our newly developed uninterrupted 2-hour literacy block allows students to completely immerse themselves in literacy. Our balanced approach sees teachers providing a range of activities that promote reading and writing with speaking and listening interwoven into both.

***"The redevelopment of the two-hour uninterrupted literacy block provides students with the opportunity to read and write every day using a variety of tools, materials, resources and strategies. Students have the adequate time to master an individual skill or goal and reflect on their accomplishments. The uninterrupted literacy block allows my teaching to focus on maximising all students' individual learning development through whole group, small group and one to one instruction."***

*Melissa Newnham, Year 1 Teacher*

After careful analysis of evidence-based literacy practices, the Teaching and Learning team at the College have identified a series of effective strategies that we believe will improve the literacy skills of our students at all stages of their schooling.

- Targeted Differentiated Teaching
- Explicit Teaching
- Goal Setting



## Student Leadership

### Leila Rough and Jackson Hayden – College Captains

#### What is a leader?

When the word 'leader' is mentioned, most people would think of someone that gives orders or knows what to do in all situations – which are important skills some leaders may hold. However, as leaders, the largest role we play in our community is that of an influencer. A common misconception about leadership is that not everyone obtains it, although, being a positive influence on the community is something everyone can do. As influencers, we ensure that leadership is not a one-person activity – it is a team effort shaped from encouragement and service.

A notable aspect of leadership is that it is impossible without a team. The idea that there is one sole leader and everyone else is a follower is not employed at The Springfield Anglican College. Every environment has a leadership team, whether it be on a small scale like a household or a large scale like the government. The reason behind this is because success in leadership is an extensively collaborative thing. The individuals that make up a leadership team have their own strengths, and these strengths complement each other. Some leaders are quiet or professional, others are loud and creative. The importance of varying traits in a team is so that it is inclusive and encouraging.

Being able to inspire and encourage people is a vital skill as a leader. We want to have a successful influence on the students in our school

so that our College can be successful too. However, this can come in many shapes and forms. As leaders, we encourage people at school events like the Swimming Carnival. We all get dressed up in Clan colours to show students that we're enthusiastic to support our peers. As well as this, we ensured that every leader – even if they don't usually swim – jumped in the pool because we wanted to demonstrate that participation is an enjoyable thing. Even people that aren't an 'official' College leader can show leadership. They can do this by attempting to make someone happy when they aren't feeling the best or speaking up when a situation doesn't feel right. Leadership is realising that inspiring and encouraging others is something that everyone can do.

Before receiving our roles as College Captains, we were asked what we believe we can bring to the College. For us, this gave us an opportunity to explain our hopes and goals for our school community. Every leader has goals to maintain cohesion in the environment they are leading. These goals are formed because we are passionate about serving our community in a positive way. Leadership is seen far more through goals and actions than it is words. For example, many members of our Student Leadership Team aim to bring students together more and encourage them to get involved. Without these goals that we set for ourselves, we won't achieve anything while having a leadership position, and we won't have the positive influence on the College community that we wish to have.



#### What is leadership at TSAC?

We'd be lying if we said that being a College leader was easy, but it certainly doesn't come without benefits. At the College, the newly formed S.R.C (Student Representative Council) are assigned a range of tasks that relate to our school. We are that middle ground between the student body and the staff. Not that long ago was 'Bullying. No Way! Day'. This day involved the S.R.C having to prepare and run multiple presentations for students in Years 7 to 9. As a team (with the assistance of Mr King) we thought that the younger grades would take more out of the presentations if they were presented by us, their peers. The S.R.C aim to serve as a liaison in bringing up any issues, suggestions and feedback from the student body to Senior Leadership and vice versa. More importantly however, we want to be approachable for the younger grades, but to do this, we must first get to know them.

The Year 12 prefects were informed that attending the Year 7 Camp was compulsory, which originally was daunting to say the least. We realised however that this would prove to be a perfect opportunity to spend time with the youngest members of our campus and get to know them on a personal level. The camp was a great success, the Year 12 prefects had some buddies and the Year 7 students had an opportunity to form relationship to help them settle into life on Secondary.

As student leaders, we are also responsible for many tasks around the College. This can be from a simple task like creating a garbage roster to being on bus duty. We do this to maintain the high standards present throughout the College. Being a school leader, we experience so many benefits. Improving communication skills as well as teamwork and organisation skills are just the beginning. Our roles allow us to also make a positive contribution to our fellow students, help develop a partnership between staff and students, improve skills for employability and most importantly, make lifelong friends.





## Student Care Heads of Clan

**“Enjoyment broadens a student’s ability to think creatively, be innovative and to problem solve more effectively”**

*(NSW Education and Communities, 2015)*

### Student Care factor

Since the inception of the College, TSAC has always made student care the focus of what we do. As the College continues to grow in number there is a need to maintain this focus through modification of the College processes. Our commitment to ensuring that every student is known by everyone else in the community leads to a sense of belonging and with this a common purpose. The Clan structure of vertical form classes and the role of Head of Clan has been designed to ensure that Student Care and the sense of belonging remains as our number one priority. Research indicates that students with a sense of self-worth, social connectedness and positive well-being are more successful in academic pursuits and other achievements (Silburn, 2003).

There is an Australia wide push to improve the mental health of students in response to some sobering statistics about youth suicide and mental illness. One in five young Australians will experience mental illness according to the Youth Mental Health Report conducted in 2014. Fifty percent of lifetime mental health problems will start around 14 years of age. Almost one third of young people with a mental health problem will have several disorders. Given that school

is the largest incursion of time for young people away from the influence of family, it is very pertinent that the encounters students have at school are focused on creating positive interactions and strong emotional and social learning skills.

Current research clearly demonstrates that a range of Social and Emotional Learning programs increases higher academic performance and other positive outcomes. At TSAC we believe social and emotional learning drives learning improvement and it equips students with skills and habits that indicate better attitudes, behaviour and learning outcomes. These skills can be invested in learning inside the school system but more importantly for success in the out of school world.

### The power of Clan identity

Based on the premise that when a student feels connected, they will be able to learn to the best of their ability, the Clan structure ensures that students are able to build connections with students in other grades, their Clan Tutor and their Head of Clan through their years on the Secondary Campus.

In Term 1 students have had one on one interviews with their Head of



Clan where they have been able to talk about their lives and aspirations both in and outside of College. Students have also had the opportunity to suggest changes they would like to see around the campus. Heads of Clan have been getting to know students through these interviews in addition to other duties such as morning meet and greets, Clan Assemblies and celebratory activities based around significant events in the calendar. Being involved in the celebratory activities makes Heads of Clan a part of the Clan, not just an authority figure, therefore creating better connections. Through proactive interactions with our students and by making that personal connection, it is easier for all at the times when more serious conversations are needed.

### Impact on students

Judging by the positive feedback from both students and parents, the new changes to our Student Care model have been overwhelmingly well-received. The impact of these changes varies between our students but there is every indication that that our new structures are impacting positively. Whether it has been the solidifying of identity through Clan membership, recognising they are part of something bigger, or contributing in their own unique way to their Clan, every student is given the opportunity to feel that sense of belonging. Anecdotally, through evidence gathered during individual meetings and the completion of student surveys, our student body have agreed that changes to the form structure have been a success.

The vertical form structure has allowed the inter-generational collaboration of students that gives the opportunity for the student to become the teacher. Studies show that the best way to become an expert is to teach someone. We now have older students mentoring and supporting younger students across a wide range of academic and non-academic pursuits. Instrumental in the success of the new form structure, has been the support and enthusiasm of our Year 12s. Led passionately by the Senior Leaders, each student in the year level has contributed to the success of the form program.

### Student activities undertaken

A key component of the Clan System are the activities we have built into the program. Whilst the vertical system officially started in 2018, a Clan vs Clan water fight was held at the end of 2017 to build connections across year levels. The objective was for each clan to create their own flag that had to be rescued from the opposition. The day was a huge success and we have built on these concepts within the 2018 program. The 2017 Year 6 into Year 7 Clan Scavenger Hunt also provided an opportunity for current Year 7 students to participate in a Clan Competition as a ‘taster’ of what they’ll experience whilst on the Secondary Campus.

Student Care is a significant focus of the College and our aim is to continue to build connections for students to the College so they feel safe and happy. The afternoon form sessions have been designed to build these connections via fostering collaboration and friendship across year levels through building to an end-of-term activity. The entire Secondary Campus ventured to the Orion Lagoon on the last day of Term 1 and students walked proudly to the Lagoon carrying Clan flags that they had made together.

We are exceptionally proud of the way students have approached the new system and look forward to building further connections with them into Term 2. As a hint for what’s to come, we will end Term 2 with a feast for the entire Secondary Campus which will see further opportunities for staff and students to build these connections.





## TSAC Swimming

**Andrew Holmes, Director of Sport, and James Patmore, Primary PE Teacher and JTAS Coordinator**

**The swimming program at The Springfield Anglican College forms an integral part of a student's education, mirroring the importance of swimming within Australian culture.**

From Prep, all the way through to Year 12, swimming is a key part of a student's growth and development at the College, teaching them vital skills that are relevant to all aspects of life, including water safety, skill development and participating to the best of your ability.

Within the Physical Education curriculum, swimming lessons take place for all students from Prep to Year 9, forming an essential part of a student's growth and development. With water and swimming such a fundamental part of Australian life, the importance of getting students in the pool to teach them vital skills such as water safety, stroke development, living a healthy lifestyle and the importance of doing your best, helps ensure all students have the best possible learning experience during their time at TSAC.

The College hosts annual swimming carnivals for all students from Prep to Year 12, which enables students to put their swimming skills into practice in fun and competitive environments, helping students learn the importance of competing your hardest, working as a member of the team and building a culture of hard work and wonderful team spirit. All of these traits are core elements that form a key part of the daily life of students at the College.

Swimming is also an integral part of the extra-curricular program at the College, with swim training offered during the year in Terms 1 and 4. Swim training enables those students who excel in the pool the opportunity to extend themselves at an advanced level, improving their skills and understanding of being in the water, as well as preparing them to compete in a range of swimming carnivals that the College is competing members of; Central Comets District Sport, JTAS Sport and GBC Sport.

2018 has seen the JTAS Swimming Team finish as overall winners of Red Division at the JTAS Swimming Championships for the first time in College history, which in incredible achievement, whilst the team

were also the inaugural winners of the 10 -12 Years Central Comets District Swimming Carnival. The GBC Swimming Team continued the success of the swimming program at the GBC Swimming Championships, finishing in third place, with the girls finishing in first place overall, and winning the Percentage Trophy.

Such outstanding team success has been built from their first swimming lessons in Prep, where gaining confidence, strength and understand of being in the water in those early years leads to outstanding results and success once students reach the competitive level.

Year 5 student Hana Lingo is one student who has benefited from the enormous opportunities that swimming provides at the College. In 2017 she won two Gold Medals at the Pacific School Games in the 50m and 100m Breaststroke. Hana says a lot of her success in the pool has happened since she began at the College and sees the enormous benefits of swimming at the school.

*"It's fun swimming for TSAC," she said. "Since being at the school my swimming has improved as I get to swim at lots of different carnivals, and it has helped me to get to swim at Nationals and other big events."*

Current Secondary Campus students Mollie O'Callaghan and Sophie O'Callaghan have enjoyed incredible success in the pool since being at the College. Mollie in particular has shown great drive in the water, where at 13 years old she was one of the youngest athletes to compete at the 2018 Australian Commonwealth Games Swimming Trials, finishing in sixth place in the 50m backstroke final.

It's only a matter of time before Hana, Mollie or Sophie achieve their dream of competing at the Commonwealth Games, World Championships or the Olympics.



## TSAC Dance

**Thea McLean and Leah Wordon, Dance Teachers**

Dance is an evolving form of expression whereby students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance and enhances literacy skills through responses to dance and dance making. The Dance program at TSAC allows students to develop as both increasingly collaborative and independent learners. Dance is studied from Years 1 to 6 on the Primary Campus and is offered as an elective subject on the Secondary Campus from Years 9 to 12. All students in Years 7 and 8 complete a semester of Dance. When studied in Years 11 and 12, Dance is an Authority subject which is based on the approved QCAA syllabus.

Through their dedication to our extra-curricular dance ensembles and their focused participation in curriculum lessons, TSAC dancers have been channeling their enthusiasm and passion for dance into building hardworking and confident attitudes. Whilst the TSAC dancers are growing as creators and innovators of the future, we are extremely proud of the committed and resilient young people they have already become. We have many students who have achieved outstanding results in a variety of dance examinations and eisteddfods. Three of our students recently achieved Honours Plus in their dance examinations: Paige Rasmussen (Year 12) for Grade 8 Jazz, Cordelia Richards (Year 5) for CSTD Grade 3 Ballet, CSTD Elementary Gold Tap and CSTD Grade 2 Jazz, and Ethan Richards for Elementary Gold Tap.



### Dance is beneficial to all students

All students from Years 1 through to Year 8 are fortunate enough to participate in Dance curriculum lessons. In Years 9 to 12, students have the opportunity to choose Dance as an elective subject. Regardless of whether a student has intentions to pursue dance as a hobby or career, the benefits of studying Dance are countless. While it is impossible to list every benefit to studying Dance, below are some key advantages.

1. Health - Dance involves regular physical activity, which promotes fitness, physical and mental health, mobility, co-ordination, and informs injury prevention.
2. Improves performance in other subject areas - Dance enhances problem solving skills, lateral thinking, complex analysis and critical thinking skills, autonomous working, effective collaboration, organisational and time management skills, fine motor skills, hand-eye coordination, and much more. No matter the pathway students choose, research shows that the transferrable qualities, skills and knowledge developed through Dance education provide a valuable advantage to those who pursue it.
3. Prepares students for careers in the 21st Century - To be successful in a world that will be very different from the one we currently know, students need more than core subject knowledge; they are required to become innovative, creative and critical thinkers. Acquiring a broad set of skills through schooling is critical to students' success in further education, in the workplace, and in life.

It is no surprise that many employers now actively seek those who have studied The Arts. Steve Jobs, founder of Apple, was fond of saying his success was due to his hiring artists fascinated by technology rather than computer geeks. Bob Morrison, Founder and Director of Quadrant Research, sums up our reasons for providing all TSAC students with the opportunity to study Dance:

***"We don't teach math solely to create mathematicians, and we don't teach writing solely to create the next generation of novelists. The same holds true for The Arts. We teach them to create well-rounded citizens who can apply the skills, knowledge and experience from being involved in The Arts to their careers and lives."***



A young girl with blonde hair in pigtails, wearing a school uniform consisting of a white collared shirt, a striped tie, and a dark vest. She is smiling warmly at the camera. Two hands are placed on her shoulders, one from each side, suggesting support or encouragement. The entire image is overlaid with a semi-transparent blue filter. The text "#weareTSAC" is centered in the lower half of the image in a white, bold, sans-serif font.

**#weareTSAC**